

**THE EFFECTS OF EMPLOYEES TRANSFER ON SECONDARY
SCHOOLS PERFORMANCE IN ZANZIBAR: A CASE STUDY AT SOUTH
DISTRICT, UNGUJA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF HUMAN
RESOURCE MANAGEMENT OF THE OPEN UNIVERSITY OF TANZANIA**

2016

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: **“The Effects of Employees Transfer on Secondary Schools Performance in Zanzibar: A Case Study at South District, Unguja”** in partial fulfillment of the requirements for the degree of Master of Human Resource Management (MHRM) of the Open University of Tanzania.

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DECLARATION

I, **Hassan Hussein Hassan**, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any University for a similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

I would like to extend my special thanks to ALLAH SUBHANAHU WATAALA, who enables me to stay in a good health up to this moment and also, who enable to finish my research paper.

In addition to that I expected my highly congratulation to my family especially my lovely wife Mrs. Zuvena Abdalla Vuai, My lovely friend Zahor Muhid for their large support in this task, for contribution in all time of preparation this work.

Finally I conclude my happily congratulation to all people who don't include here who give their contribution in my studying and life at all.

ACKNOWLEDGEMENT

Preparation of research paper needs time, advice tolerance and guide from different people. Considering the situation expressed above, I would like to give my sincere thanks to those people who tirelessly supported me during the whole period of preparation of this research paper.

First of all, I would like to take this opportunity to express my sincere thanks and gratitude to Dr. SALVIO MACHA .My research supervisor who is in valuable assistance, guidance and tolerance, made the completion of this research paper possible.

My sincere thanks should also be to my beloved wife Mrs. Zuwen AbdallaVuai, my father Mr. Hussein Hassan for their assistance, encouragement and moral support during the whole period of the research work.

Thanks are due to Employees and students of Kitogani secondary school, Jambiani secondary school and Makunduchi secondary school as well as the employees of District Educational office for their cooperation especially during data collect process.

ABSTRACT

This paper attempts to investigate the effects of employees transfer on secondary schools performance of Zanzibar case study south district. Where schools like Makunduchi Secondary School, Jambiani Secondary School and Kitogani Secondary School were investigated, to find out schools performance. The data collected from questionnaires analyzed by using both statistical and descriptive methods. Researcher found that employees transfer effect the teaching and learning process, the administrative process of schools and efficiency and competency of the employees and effect the students' performance as a result south district became the latest in low schools performance. Most of the respondents from DEO, KSS, JSS, and MSS advise the government to avoid frequent employees transfer within semester (term) or one year because it will produce the gapes in the school as the shortage of teacher (school employees).

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LIST OF ABBREVIATIONS

DEO	District Educational Officer
DO	District Officer
EMPL	Employees
JSS	Jambiani Secondary School
KSS	Kitogani Secondary School
MOEVT	Ministry of Education and Vocational Training
MOEVTZ	Ministry of Education and Vocational Training Zanzibar
MSS	Makunduchi Secondary School
OUT	Open University of Tanzania
REO	Regional Educational Officer
SD	South District
SDEO	South District Educational Office
SPSS	Statistical Package for Social Science
TC	Teacher Centre
UNESCO	United Nation Education Science And Cultural Organization
UNICEF	United Nation International Children Fund
UPR	United Police Retirement
USA	United State of America

CHAPTER ONE

INTRODUCTION

1.1 Overview of the Study

This study aims to investigating the effects of employees transfer on secondary schools performance in Zanzibar. This chapter therefore introduces the background of the problem, statement of the problem, objectives, and research question as well as significance of the study; theoretical framework will be discussed.

1.2 Background of the Study

Zanzibar is a semi-autonomous state within the United Republic of Tanzania, comprises of two main islands-Unguja and Pemba which lied about 40km and 60km respectively off the Eastern cost of mainland. Zanzibar has got 05 regions with 10 semi-autonomous districts including south district. Zanzibar is the most densely populated part of East –Africa with the population of over 1.3 million. Zanzibar has its own government with its president as a leader of these two islands .It has 19 ministries including ministry of education and vocational training (MselemKh, 1992).

Through this ministry, Zanzibar government provides free primary and secondary education to its population in all districts. However, some districts like south district faces with the problem employees transfer in schools annually or sometimes in terms period. Even though transfer of employees is must and essential in an organization for the purpose of minimizing politics between employees, to ensure cordial relationship between employees, to increase transparency in work, to obviate

nepotism in an organization but the high rate of employees transfer in school result low student's academic performance is important issue that threaten the education of Zanzibar's children. Nationally, the practical core of schools is to provide quality education, to produce literate generations to function in our global society. If Zanzibar is to equip its young people with the problem solving and communication skills that are essential in the new economy to achieve it; it is more important to provide them high quality employees (Mselem kh, 1992).

If a school is said to have a high employee's transfer relative to its competitors, it means that the employees of that school have a shorter average than those other schools in the same education setting. The employee's transfer may be harmful to school productivity if skilled worker teacher/employees are often leaving and population contains a high percentage of novice workers. This research therefore provides the information on how employees transfer effects secondary schools performance in Zanzibar.

1.3 Statement of the Problem

The ministry of education has put in place strategies in terms of policies and regulations in order to improve and maintain quality of performance in the education sector in terms of quality of service delivery. The ministry of education and vocational training control secondary and other levels of education in Zanzibar. It trains, registers, and supplies all required employees, prescribes a national curriculum and provides textbooks administrators and inspectors (Speech of MOEVT, 2008). Secondary schools administrators also have been organizing seminars, training, and workshops and have implemented human resource policies in

order to have competent teaching staffs that are to provide good services to pupils in terms of teaching (Speech of MOEVT, 2008).

Despite of all these measures the applications of employees transfer in secondary school is exist, the performance of pupils in secondary schools in Zanzibar, especially south district has been consistently poor. In south district context, the average total school term employees transfer rate is 4% for the period of starting a year. However rates are varying widely when compared over different period of time .For example during the period of 2013-2014, the annual employees transfer rate for all secondary schools in south district was averaged 5% during starting academic year (DEO Report, 2014).

Bad working condition, job dissatisfaction or the pursuit of another job, dissatisfaction with the support received from administrators, political propaganda, religion propaganda, shortage of transport allowance and bad behavior of the employees may be are the among the school employees transfer reasons from one school to another, moving to get a better teaching or working assignment, from these important reasons in their decision to move or to take transfer and hence give effects on school system (Armstrong, 2006).

When it accounting for the disadvantages, such as time taken to replace new employees, the loss of production occur in classroom, unnecessary over time give to existing teachers to fill the gaps and part-time to help the school which have the shortage of subject teachers. This study therefore is intended to find if employees

transfer effect the secondary schools performance in Zanzibar, or what are the effects of employees transfer on secondary schools performance in Zanzibar?

1.4 Research Objectives

1.4.1 General Objective

The objective of this study is to explore the effects of employees transfer in secondary schools performance of Zanzibar.

1.4.2 Specific Objectives

- (i) To examine the employee's transfer affect the teaching –learning process
- (ii) To assess the employee's transfer affects the administrative process of the schools.
- (iii) To explore the employee's transfer effect efficiency and competence.
- (iv) To investigate the employee's transfer effect student performance.

1.5 Research Questions

- (i) Does employees transfer effects teaching process of the schools?
- (ii) Does employees transfer effects administrative process of the schools?
- (iii) Do employees transfer effects efficiency and competency of the teachers?
- (iv) Do employees transfer effects student performance?

1.6 Significance of the Study

The findings will be useful to Ministry of Education and Vocational Training (MOEVTZ) to know employees transfer in order to avoid its effects on schools as well as to make educational reforms. And to make policies that will be developed,

and will mitigate unnecessary employees transfer that resist negative effects and hence boost school performance and management.

Also it is significance to educational management and school administrators whereby will help them to know how employees transfer affect the school system and formulate alternative ways to reduce the request of employee's transfer. The study will be significance to the Open University of Tanzania (OUT) because will serve as a guide for future academic reference for those who will be interested on the same topic.

The study will further be importance on schools to assist school heads to understand that high performance should be rewarded to retail talented staff. Also the study helps the subject teachers to get information which might be interest, to keep them self to remain at school. And class room students to know if there is employees transfer in their school, their performance will decrease. This will be through key information data that will be obtained to guide in overall educational sector.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter has been explained the meaning of the key terms of the research, empirical part, conceptual framework and knowledge gap concerning the effects of employees transfers on secondary school in Zanzibar.

2.2 Definitions of the Terms

2.2.1 Effects

Is the tangible and intangible consequence of one thing or influence upon another (UNICEF et al; 2007). Therefore the word effects refer to change, which is a result or consequence of an action or other cause.

2.2.2 Employees Transfer

It is lateral shift causing movement of individuals from one position to another usually without involving marked change in duties, responsibilities, skills needed or compensation (Yoder 1958). This can also be defined as a change in job within the organization where the new job is substantially equal to the old in terms of pay, status and responsibilities. Transfers of employees can possible from one department to another from one plant to another. Transfer may be initiated by the organization or by the employees with the approval of the organization. It can be also due to changes in organizational structure or change in volume of work, it is also necessary due to variety of reasons. But broadly can be done either to suit the conveniences of organization and to suit the convenience of employees Mahapatra (2010). Therefore

from that context employees transfer is a relocation of an employee to the same class in a deferent department or job site or to a related classification within the same salary range.

2.2.3 Secondary School

A school that is intermediate in level between elementary school and college and that usually after general, technical, and vocational or college preparatory curricula (www.thefreedictionary.com).

Is a school which provide secondary education which the ages of 11 and 16 or 11 and 18 and even 20 after primary school and before high education. Example in Asia likes India; In India, high school is a grade of education of standards 9 to 10 standard are so called secondary education. Usually students from age 14 to 17 study in this section. In Europe like Ireland, in Ireland secondary schools go from first year to six year with the typical student age being between 12 and 19. In Africa like Tanzania secondary school is for children from 15 to 20 studies in this section (www.org/wiki/secondary_school). Therefore secondary school is a school of corresponding grade ranking between a primary school and a college or university.

2.2.4 Performance

According to Armstrong (2010) recited in the Oxford English Dictionary defined the performance as the accomplishment, execution, carrying out, working out of anything ordered or undertaken. This refers outputs/outcomes (accomplishment), but also states that performance is about doing work as well as being about the result achieved.

On regard of that, it is important to consider the Adam's Equity Theory factors which tried to analyze the outputs and inputs that striving to improve an employee's job satisfaction, and motivation level and what can be done to promote higher level of performance.

According to Adam, the consideration of the balance or imbalance that currently exists between your employees is needed. Inputs typically include effort, loyalty, hard work, commitment, skills, ability, adaptability, flexibility, tolerance, determination, enthusiasm, trust in superiors, support of colleagues, and personal sacrifice (Adam J, 1963).

And output typically include: Financial rewards (such as salary, benefits perks) and intangibles that typically include recognition, reputation, responsibility, sense of achievement, praise, stimulus, sense of advancement/growth and job security. The idea behind Adam's Equity Theory is to strike a healthy balance here, with output on one side of the scale; inputs on the other both weighing in a way that seems reasonably equal (Adam J, 1963).

If the balance lies too far in favor of the employer some employees may work to bring balance between inputs and outputs on their own, by asking for more compensation or recognition others will be de motivated, low performance and still others will seek alternative employment (Adam J 1963). Therefore performance is indeed often regarded as simply the outcome achieved; a record of a person's accomplishments.

2.3 Theoretical Framework

This part proposes a concept of theoretical framework.

Frederick Hertzberg's two factor theory

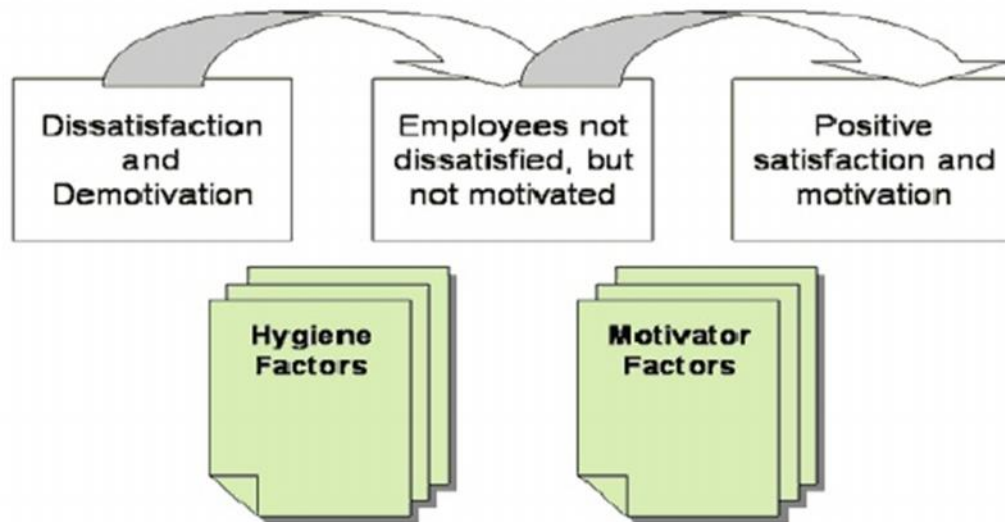


Figure 2.1: Theoretical Framework

Source: www.tutor2u.net

Herzberg two factors theory will be adopted for this study. Herzberg (1959) two factors theory as cited in Condrey E, (2005) provided a theoretical back ground for this study. Herzberg argued that employees are motivated by internal values rather than values that are external to the work. In other words, motivation is internal generated and is propelled by variables that are intrinsic to the work which Herzberg called motivators. These intrinsic motivators include achievement, and growth. Conversely, certain factors cause dissatisfying experiences to employees.

These factors largely results from non-job related variables (extrinsic). These variables were referred to by Herzberg's-Hygiene factors which although does not

motivate employees; nevertheless, they must be present in the work place to make employees happy. The dissatisfies are company policies, salary, co-worker relationship, and supervisory style (Condrey E 2005).

Herzberg (1959) as cited in Condrey E, (2005) argued that, eliminating the cause of dissatisfaction (through hygiene factor) would not result in state of satisfaction; instead, it would result in a neutral state. Motivation would only occur as result of the use of intrinsic factors. Empirical studies have, however revealed that extrinsic factor such as competitive salary, good interpersonal relationships, friendly working environment, and job security were cited by employees as key motivational variables that influence their retention in the organizations. The implication of this therefore is that management should not rely only on intrinsic variables should be considered as an effective retention strategy (Condrey, E 2005).

2.4 Empirical Review

Employee's transfer is a horizontal or lateral movements of are employee from one job, section, department, shift, plant, or position to another at the same or another place where his salary, status, and responsibilities are the same (www.whatishumanresource.com).

Each employee is different than the other one in term of personality, attitude, and skills and in their dedication with their profession and the cause. Some employees have initial knowledge of their profession some have extensive one. Some of them may be holder of advance degree unlike, other may possess minimum of the basis. Some of employees like teacher prefer to use the top down methodology in their

teaching other one like to follow bottom up methodology in the classroom (Noor Farzana et al 2012).

Due to his notions, shows that all of these different became difficult to handle when all of them are to teach some subjects to same students in the session. It is assumed that frequent change of teacher during session is harmful to academia. Situation became more acute when a teacher is transferred during the academic session and his replacement takes long to be filled in future; more over it is not necessary that the new teacher has same philosophy as previous one. In public school, this became a dilemma; when teacher avails any of promotions in the department or is transferred to the other department. More specifically this situation is developed. When management transfers an employee (teacher) to a new position;

- (i) Sometime it is done on the employee's request,
- (ii) Sometime it is done through administrative action (Noor Farzana et al 2012).

Ideally, employee policies balance the interests and needs and both employee and administrators. A staff that works to gather collaboratively and shares common goals performs better, and employees who are professionally qualified tend to stay in the profession longer. Giving principal's authority over staffing, and thereby allowing principals to build a collegial atmosphere, helps to ensure that employees are contented and successful in their professional environments.

Ghost (1985) stated on his research that transferred to new stations may perform better in those new places especially if other factors, which may affect their performance, are catered for. This does not only contribute effective service delivery

but also contributes to efficiency in the education system. This made the researcher to benefit on observe the advantage of employees transfer but some time poor and unfair policies may be affect employees hopes for advantage and loose productivity of their workplace.

According to Simplicio (2004), tried to explain that, transfer encourage employees to views the organization as the one offering them career growth, increase of performance and products. This idea had helped the researcher to know the importance employees transfer but sometimes it is mistake to assume superior performance to the worker perform better after they forceful transferred to new position but some workers may perform better after they stay longer in workplace and they are more experience in one place and solve many work challenges.

Armstrong (1989), believes that management should be considered to be transferred and to promise production and so they should be addressed and where possible eliminated. Transfers should be done when there is good reasons to believe the person will succeed in the new position, and then transfer can be affected to achieve a corrective purpose Brixiova (1998). The researcher had got the knowledge that there are specific and important reasons that enable employees transfer from one place to another.

Armstrong (1989) again argued that, consider promotions as one way of enabling management to obtain the best talent available with the company to fill more senior post and also to provide the opportunity to advance their careers within the company in accordance with opportunities available and their own abilities. A promotion is a

move up the organizational ladder; job rotation and transfers are lateral moves, demotion is down ward moves; and layoffs move employees out. Layoffs in contrast to dismissal are terminations, sometimes temporary, required more business needs unrelated to worker behavior or performance. All of these changes bring about shifts in status and often in pay of the employees involved.

In addition Wohlsteter and Odden on their research say Teacher may not anticipate the loss of morale and impact on productivity that such organizational actions can bring. When employees feel rejected, palpable dissatisfaction may result. Promotion employees or those who hired from outside, may also face challenge as they cope with their new job positions. When worker understand the logic of decision making, moral is less likely to drop. Difficulties may also arise when employees are not consulted: Moving an employee who was working alone so she/he now works side by side with another worker might be seen from her perspective as anything from a reward to a punishment (Wohlstetter and Odden, 1992). From that statements show that sometime employees transfer done as punishment to employee .

Boyd (2011) on his research stated that there is difference in quality between teachers who leave and those replace them then student achievement can change. When leaving teachers are, on average, worse than those who replace them, affect the student achievement in position. If leaving teachers are better than the ones replace them, the student achievement effect negative. Here researcher got knowledge from the Boyd research that may be the effect of employee transfer depends on the quality who leave the workplace and who replace that place.

Brixiova (1998) considered that teacher's voluntary transfer gives insight in the extent to which the educational design has been successful implanted since teachers are transferred at their own will. Here researcher had helped to know and examine the types of employee transfers.

2.5 Types of Employee's Transfers in Secondary School

According to Yoder (1958) transfers may classified into Production transfers; Replacement transfers; Rotation transfers; Personnel or Remedial transfers and Shift transfers. This is pretty common where there is more than one shift and when there is regularized rotation. But according to Noor Farzanaetal (2012) had mentioned two types of employee transfer in organization like schools, Namely:

- (i) Voluntary and
- (ii) In voluntary

Voluntary Transfers

Transfer initiated by the employees is considered voluntary transfers. Employees may choose to be transferred for a variety of reasons including but not limited to: the desire to work closer to home, also called a hardship transfer, professional conflict with an administrator or other staff member; the opportunity to be evaluated by a different administrator; or avoiding an involuntary transfer to another school. Unionized employees at secondary schools are permitted by law to negotiate through their unions, the wages, hours, and other terms and condition of their employment. As a result, nearly every collective bargaining agreement between employee (teacher) union and a public school covers voluntary transfers.

Involuntary Transfers

Transfer initiated by either a principal or a district administrator is considered involuntary transfers. Those transfer initiated by principal also called “administrative transfers” may be to move employee who is not a good and fit for a school or who is performing unsatisfactorily. Other involuntary transfers may be initiated by district to solve larger problems such as teacher surpluses due to changes in student enrolment academic programs or the budget (Noor Farzana et al 2012).

High performing schools are distinguished by stability and continuity of teaching, study shows that teaching traditionally has been characterized as an occupation with high levels of transfer (Bryk et al, 1990). Ingersoll (2001) and Feng (2005) contended that since employee transfer does not contribute to a net loss in total supply in public school teacher in a country; most of empirical research has assumed that it is less significant. On other hand, Caillods (1989) maintains that because the art of teaching is a developmental process, it involving a complex set of skills, many of which can only be well polished on uninterrupted job experience, makes the impact of employee transfer on learning process to be the same as attrition.

2.5.1 Experience of Employees Transfer on Secondary Schools in USA

In America employees transfer like teachers had more than two times as the register nurses five times lawyers but the rate of transfer and turnover appears in teaching to be higher than in many other occupations. In recent times, among the education problem researcher had paid more attention that is to ensure availability of qualified teachers in secondary classrooms. A series of highly publicized reports focused

national attention on among possibility of severe teacher shortages in secondary schools (USA Republic 2000).

Employee's transfer has been emerged as a significant problem affecting school performance, administration weaknesses and student achievement. Schools and staffing survey from national center on education statistics (2000) showed sufficient evidences that approximately a third of Americans new employees leaving teaching during the five years. In many cases keeping schools supplied with qualified teachers is comparable to trying to fill a bucket with a huge hole in the bottom. Teaching is increasingly an occupation with relatively high flows in, though, and out of schools (USA Republic 2000).

It is founded that employee transfer is almost third higher in low incomes urban school districts. Further confirmation of the relationship between employee transfer and school characteristics come from the largest analysis of school level transfer conducted till now. It is founded that highest transfer and employee turnover occurs in schools where 75% or more of the student body is eligible for free and reduced price meals. The same multi state analysis of 7000 schools found rates higher at low performing schools than in other schools (USA Republic 2000).

2.5.2 Experience of Employees Transfer on Secondary Schools in UK

In UK, employee transfer has taken another face contrary to USA. Many employees are transfer UK to work abroad like Qatar, Hong Kong, Dubai and Switzerland. Recording number of teachers for example are quitting the UK to work abroad raising fears of an exodus that will leave British schools understaffed and poor

performance (Carroll et al 2000). John Dunford, general secretary of association of school and college leaders warned that the flight of teacher from the UK could exacerbate a shortage of Mathematics and science teacher across the country hence the performance of schools decrease (Guin 2004).

2.5.3 Experience of Employees Transfer on Secondary Schools in Kenya

In Kenya, given that the government had frozen supply driven employee recruitment in 1997 and resorted to replacing only those under natural attrition in 2001, teacher shortage has worsened with increase in student enrolment as a result of the Free Primary Education FPE (UNESCO, 2003). Therefore, it has been essential to safeguard the exits of the few existing teachers by the school managements, for in general, getting a chance to recruit process at school level (Republic of Kenya 2003). Among the twelve districts of Nyanza Province in Kenya, Suba district teachers have been leading in the number of transfer requests (Ariko, 2009), Ingersoll (2001), contends that high level of employee transfer or desire to leave are both cause and effect of dysfunction and low performance of organization. Teacher transfers requests raise questions about professional satisfaction of teachers and have potential implication for school overall performance.

2.5.4 Experience of Employees Transfer on Secondary Schools in Uganda

In Uganda context, the average total term employees like teacher transfers rate is 3.3% for the period of December 2010 to November 2011. But the rate increase annually Example, during the period of 2011-2012, the annual teacher transfer rate for all primary and secondary school in Mityama was average 39.6% before the

academic year ends in schools. This enable Matyama schools receive poor performance rather than other district which has low rate of teacher transfer (Uganda Republic 2012).

2.5.5 Experience of Employees Transfer on Secondary Schools in Tanzania

According to Bennell and Mukyanuzi (2005) stated that in Tanzania 10% teacher employees, employed at both the rural and urban survey schools were transferred sometime, information was not requested on the breakdown of voluntary and involuntary transfers, but the incidence of voluntary particularly between districts, is reported to have fallen dramatically since local councils have become the employers of teachers.

This is because a part from the teachers who have a valid a medical reasons or need to be with their spouses, a teacher who wants to move to another location has to find a teacher from that location who is willing to replace them at their current school have been at the same school for more than five years, it is noticeable that Temeke school have much larger proportions of teachers who have been at their schools for only one year or less (Bennell and Mukyanuzi 2005).

Also they state that, relatively large numbers of teachers (40% for Muleba, 34% for Temeke) say that they would like to transfer to another school, especial among the male teachers in Muleba. However, it is hardly to have, actually made formal requests for transfer which is probably because of the difficulty of doing this. The cost to transfers and the long delays in the payment of transfer allowances are also major deterrents. Teachers in Mulaba want to leave mainly because they want to be

near to their homes in order to look after aged parents, work on their own farms (shambas), which can be a major source of income, and stop paying rent. In Temeke, teachers want to transfer to schools which are well managed or are more accessible. Limited transfers' opportunities can therefore seriously increase the levels of frustration and seriously de-motivated teachers (Bennel and Mukyanuzi 2005).

2.5.6 Experience of Employees Transfer on Secondary Schools in Zanzibar

Since the early 1980s, educational theory has predicted that shortfalls of employees in schools resulting, primarily from two converging demographic trends increasing student enrolments and increasing teacher retirements-will lead to the problem of staffing schools with qualified teachers and in turn, lower educational performance. Concern over shortages has given impetus to focus in teacher transfer. Grismer D; and Kirby S (1997).

In south district of Zanzibar, transfer of employees in school happen annually and even in the semesters; but most of employees disgruntled because of those transfers while other do not want to move where the Ministry or District Officer (DO) transferred to. Others transfer where they do not want to go, since they had married and need to be in schools which are not far from their families. Therefore employees applying transfer from South District to Town schools (DO report, 2014).

2.5.7 Policy of Employee Transfer in School

Every organization should have a fair and impartial transfer policy which should be known to each employee. The responsibility for effecting transfers is generally entrusted to an executive with power to prescribe the conditions under which

requests for transferred is approved. Care should be taken to ensure that frequent or large scale transfers are avoided by laying down adequate selection and placement procedures for the purpose. (Mahapatro, B 2010).

Also according to Mahapatro,B (2010) argue that transfer policies were developed in the light of philosophy of the system and institution as the employees of secondary schools needs for transfer. The types of transfer, and rules of transfer, are also put in order to make it useful for the education system as well to facilitate the concerned one. The principle makes it at the straight ways and ensures its implications productive in order to produce efficient system as well as clear the problems of shortage of employees in schools.

Rules and regulation resist its abuses and regulate it for avoiding un-equality in the practices. For the developed the desired goals, expert had categorized the transfers as given here that can stop misuses and abuses of transfer which can be harmful for the system. Inter regional transfer done by REO, Inter district transfer done by DEO, Inter schools and Inter town transfer done by DEO. Except watch man transferred by their union called The United Police Retirement (UPR).

Employees are transferred in town, district and even in school on need basis. Sometime department want that employee of schools would be sent to any school to remove its shortage of employee. Sometime it is done to develop the employees in performing their duties in their nearby schools as they request (DEO report, 2014). In 2008 employee's employment special teacher, was enforce in rural area because Ministry was tried to boost the educational performance of schools and one of the

ways to do this , was by employing good teachers to rural schools including south district by looking their home originalities. But it should however be noted that teacher are subject to force transfer because they do not want to stay at rural and some times make nepotism to get transfers when DEO and REO reply them by denied their application of transfers (DEO report, 2010).

Marriage policy

Transfers are allowed to the female teachers if they married in other Provinces/Districts/Towns etc. Under marriage policy, Inter-Provincial and Inter-District Transfers are made by Secretary Education, Government of Zanzibar. She is the competent authority for such transfers. Inter-Towns Transfers of the teachers are made by District Officers Education of the concerned town. Whereas, Inter-Schools Transfers of the teachers are made by the concerned District Officer Education / Assistant District Officers Education in their respective district (DEO report, 2014).

2.5.8 Effects of Employees Transfer on Secondary Schools

Transfer of employees is must and essential in an organization for the purpose of minimizing politics between employees, to ensure cordial relationship between employees, to increase transparency in work, to obviate syndicate of employees for unethical purpose and to obviate nepotism in organization (Yoder and other 1958). An employee transfer is considerable, as most essential when a position of employee is a top-level in hierarchy. Especially in the governmental organizations like schools employees holding top-level positions are affected with frequent transfers for the reason, to obviate nepotism into increase transparency in the work. Organizations

(schools) having no transfers for their employees may create their own informal groups for their common interest and their own benefit. Subsequently, this may lead to secrecy in the flow of work, eventually, no transparency in work. Employee transfers less organization may definitely see organizational politics among employees that which leads to fall in coordination in between employees, eventually may lead to drop in overall organizational performance (Yoder and other 1958).

Teacher stands as any employee who employed in public or private institution or organization. Therefore employee transfer can be harmful to organizations productivity if skilled workers are often leaving and worker population contains a higher percentage of novice workers.

The transfer of employees however; may have broader school systematic influence that reach beyond leaving staffs, replacement staffs and their students. Where transfer is considered to have a disruptive school system, all members of school community are vulnerable, including staying staffs and their students. In such disruptive accounts of transfer of teachers, even when leaving staffs are equally as effective as those who replace them, transfer can still impact school system because they late to introduce the relationship between the members in the school (Barnes etal, 2007).

Employees transfer may have substantial on the financial and human resources in districts and school as well. The recruiting, hiring, and training of new staffs require significant financial costs. These costs drains resources that might otherwise be spent in program improvement or working condition such dynamics may harm schools

with historical underserved students' populations the most as these schools tend to have more persistent transfer and in some cases have fewer overall resources to work with. In addition new hires in underserved schools often are less experienced and so require more supports to improve (Bryk et al., 2002).

The remain staffs at school may be affected because they bear much of the responsibility for mentoring new employees about school expectations and programs, remain staffs can also be affected by employees transfer. Remain staffs must carry more of the instructional burden and have less professional development resources available to them; as available resources get used up on new hires. Employee's transfers may then have a debilitating Impact on staying teachers and in turn, their students as well as whole school system (Shields et al 1999).

2.6 Conceptual Framework

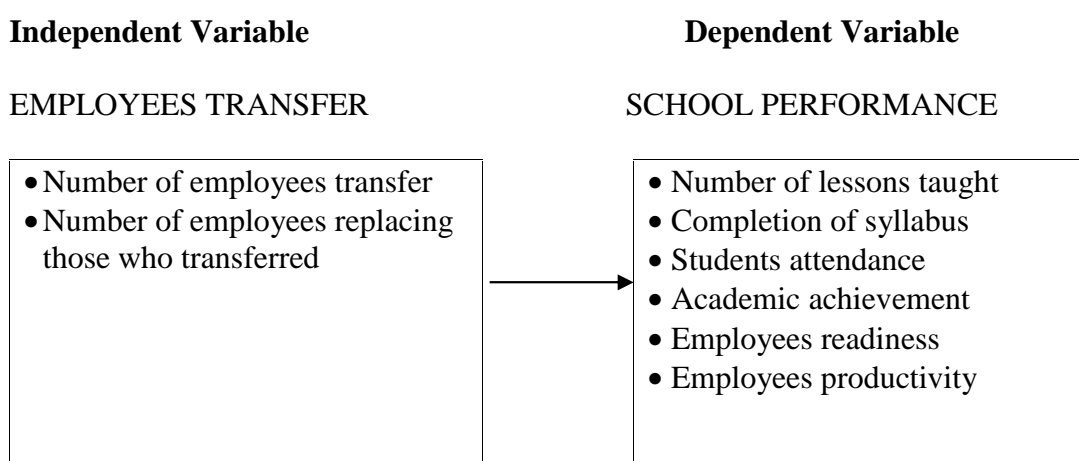


Figure 2.2: Conceptual Framework Employee's Transfer and School Performance

Source: Developed by researcher, (2016)

According to the above explanation, employees transfer does not have only positive effects that show efficiency and effectiveness of the workplace it seems that there is a need to find out more effects of employee transfer on secondary school to fill the gaps that has been left by other researchers; that can going together with the environment of Zanzibar and to find the ways of solution and recommendation.

In the study the independent variable is conceptualize as employees transfer, which is looked regard to the number of employees transfer and the number of employees replacing those transferred. The dependent variable is conceptualized in regard to school performance. Employees transfer is measured to the number of employees transfer and the number of employees replacing those transferred. School performance is measured by the effectiveness and efficiency, which are; number lesson taught, completion of syllabus, students attendance, academic achievements, employees readiness and employee productivity.

2.7 Knowledge Gap

Employees transfer has benefits and increase performance in organization sometimes, but this study is not carry out the positive side analyzed. Poor and unfair transfers may affect negatively employees' hopes for advancement and productivity of their workforce. Therefore there exists gaps raised the efforts to find the negative effects of employees transfer because there are not clear negative effective effects of employee transfer on secondary school in Zanzibar.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter had explored the methodological aspect of the study. It specifically explain on geographical location of the study, study paradigm, study design, population of the study, sample selection and sample size, instrument for data collection, procedures for the data collection, ethical and data analysis plan.

3.2 Geographical Location of the Study

Zanzibar is subdivided into 5 regions and 10 districts including south district which have two constituencies namely Muyuni and Makunduchi constituency. All area has 361.2 km which has three zones Makunduchi, Upper zone and coastal zone. The researcher was restricted to south district that is located south of Zanzibar. The study has been looked the effects of employees transfer on secondary schools performance in Zanzibar (Dr. Ahmada, 2000).

3.3 Study Paradigm

Qualitative and quantitative approaches are rooted in philosophical traditions with the different epistemology and ontological assumptions. Epistemology is the theory of knowledge dealing with the assumption and beliefs about the nature of knowledge (David 2003).It seeks to know the way we know the world and the relationship between the inquired and known (David 2003). Therefore the methodology of this study was used qualitative approach which is the most commonly used and basic reason for carryings out qualitative approach is to describe and explain the something

that is happening. For instance this research was used in order to find out how does the employees transfer effects the secondary schools performance?

3.4 Research Design

Research design is an activity based plan; based on the research objectives and it guides the selection of source and type of information (omari; 2011) David 2003 argued that research design is not related to any particular methods or any particular type of collecting data or any particular type of data collection method and can use either qualitative or quantitative data.

Therefore since the purpose of the study involves exploration, description and analysis of stakeholders views on the research problem, the methodology that will adopt is descriptive and exploratory in the qualitative research paradigm the most suitable design for the study because it is any inquiry process of understanding, based on methodological tradition of inquiry that explore the human problem (Cohen et al 2010).

3.5 Population of the Study

The targets of the study were secondary school employees, students and educational officers. The researcher has chosen three secondary schools in the south district of Unguja Island, one every zone. The sample population was 110 people. The study will consider gender between men and women.

3.6 Sampling Techniques and Sample Size

Kothari (2010) defined a sample as the representative of the entire population and sampling procedure as a definite plan for obtaining a sample from a given

population. The researcher had taken 15 employees over 16 employees and 20 students over 120 students from Kitogani secondary school Upper zone-simple random. 15 employees over 18 employees and 20 students over 299 students from Jambiani secondary school coastal zone –simple random. 15 employees over 18 employees and 20 students over 312 from Makunduchi secondary school Makunduchi zone-simple random and 5 education officers purposive sample. The total people who are going to involve are 110 people.

Table 3.1: South District Education Officer

Category		Population							Sam ple Size	Sampling Technic
School	Office	Stude nts	Employees							
			E. Officers	Teach ers	L. Technitio n	Watch mans	Clerk	Librarian		
Kitogan S. School- upper zone		120		11	1	2	1	1	35	Random
Jambiani S. School- coastal zone		299		13	1	2	1	1	35	Random
Makunduchi .S.School- makunduchi zone		312		13	1	2	1	1	35	Random
	De- Office		5						5	Purposive sample
Total		731	5	37	3	6	3	3	110	

Source: Developed by researcher, (2016)

3.7 Instruments for Data Collection

The researcher had used questionnaires as research tools to collect data from respondents. This approach is consistent with phenomenological approach and it is the most appropriate for a case study research because it enable the researcher as more data as possible (Fisher, 2004). Therefore, there have been two types of data to be collected; primary and secondary data. The questionnaire was comprised of both

closed and open ended questions which were drawn in accordance with set of objectives of the study. It was the tool for the collecting data as it appropriate to collect a lot of information over a short period. In addition to that the researcher used document analysis to collect secondary data from some documents, which were available in the schools in the SDEO such as newspapers and published reports.

3.8 Procedures For Data Collection in the Field

The researcher was first acquire an introduction letter from the schools concerned before going to the area of study (secondary schools in SD) where permission was sought and then appointments were made for the day of data collection. Employees and students were requested to respond to the questionnaire. Two types of data were collected, which were primary and secondary data. Primary data was collected using questionnaires, which were closed and open ended. Secondary data was collected from the T.C library of S.D.

3.9 Data Analysis Plan

Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inference (David 2003). Also note that research data are processed through editing, coding, classification and tabulation. Questionnaire was used in the study to grant the information on the kind of activities conducting in the study. The researcher had used both manual and computerized data analysis by using Statistical Package for Social Science (SPSS) through descriptive analysis.

3.10 Data Validity and Reliability

Validity is the strength of the conclusions inferences or propositions. More formally, Cook and Campbell (1979) define as it is the best available approximation to truth or

falsity of a given inferences proposition or conclusion. Reliability is the consistency of the measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In short it is the responsibility of the measurement (www.socialresearchmethods.net).

Validity of the tools was made by piloting the questionnaires before collection to see if the tools could give consistent response from different respondents. To recording the answer of the questionnaires helped to capture all the information shared by participants in the questionnaires that shoes their thoughts were accurately conveyed concerning the literature review, measure validity and reliability of this including relying on peer reviewed journals, often cited books, and many empirical studies.

CHAPTER FOUR

PRESENTATION OF FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter deals with the analysis, and presentation of the data collected during the research. The data presented and discussed are based on the responses given by the employees of DEO-office, Kitogani Secondary school, Makunduchi secondary school and Jambiani secondary secondary school and their students on the effects of employees transfer on secondary schools performance in Zanzibar.

4.2 Gender of Respondents

Table 4.1: Descriptive Statistics

	N	Minimum	Maximum	Sum	Percent
Female	7	2.00	11.00	41.00	37%
Male	7	3.00	13.00	69.00	63%
Valid N (listwise)	7				

Source: Field Data (2015)

From Table 4.1, 69 males out of 110 respondents which constituted 63% answered the questionnaires which 41 female constituting 37% answer the questionnaires. All 110 questionnaires were answered.

Table 4.2 represents the age distribution of respondents. From the table out of 110 represents who answer the questionnaires 20 represents the students for the distribution and male 18.1 of the respondents (10-20). 40 respondents representing

36.3% fell between (16-21years). 06 respondents responding 5.4% between 20-29 years, 23 respondents representing 21% fell between 30-39 years. 08 respondents representing 7.2% between 40-49 years and 13 respondents representing 12% fell between 50 year and above age range.

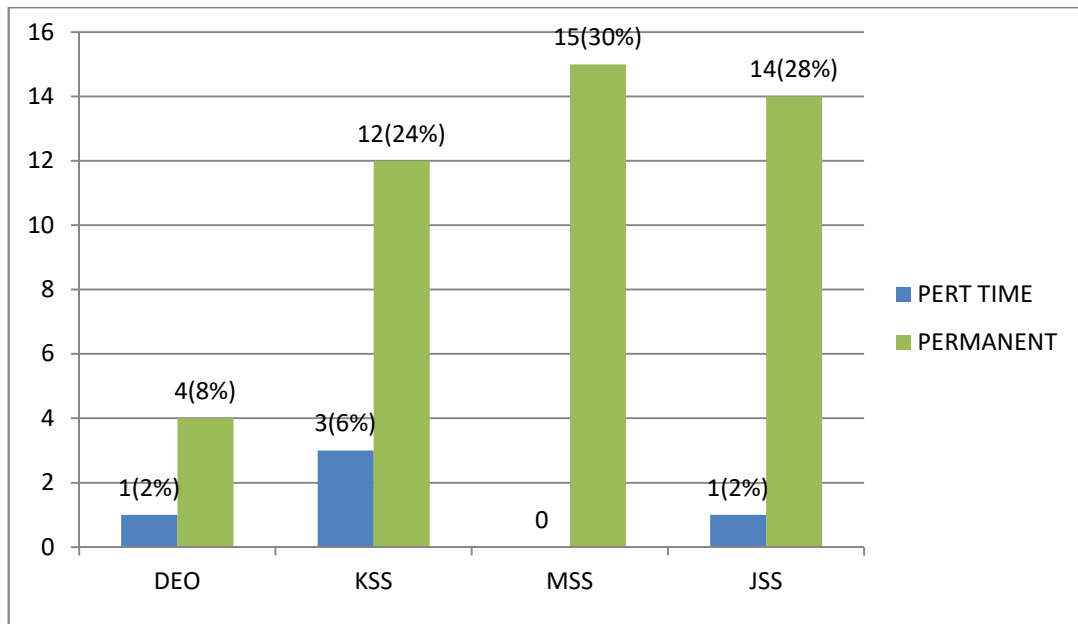
Table 4.2: Ages of Respondents

Office	School		Age						Total
			Students		Employees				
			10-20	16-21	20-29	30-39	40-49	50 and above	
DEO					01	01		03	05
	KSS	Employees			03	08	01	03	15
		Students	07	13					20
	MSS	Employees			02	09	01	03	15
		Students	6	14					20
	JSS	Employees				05	06	04	15
		Students	07	13					20
TOTAL			20	40	06	23	08	13	110
PERCENTAGE			18.1%	36.3%	5.4%	21%	21%	12%	100%

Source: Field Data (2016)

Table 4.2 represents the age distribution of respondents. From the table out of 110 represents who answer the questionnaires 20 represents the students for the distribution and male 18.1 of the respondents (10-20). 40 respondents representing 36.3% fell between (16-21years). 06 respondents responding 5.4% between 20-29 years, 23 respondents representing 21% fell between 30-39 years. 08 respondents representing 7.2% between 40-49 years and 13 respondents representing 12% fell between 50 year and above age range.

4.3 Kind of Respondents



Graph 4.1: The Kind of Respondents

Source: Field Data (2016)

The graph represents kind of respondents for the employees who were available and answer the questionnaire. From the graph, out of 50 employees, 05 represents the employees who were part-time and make 10%; 45 respondents out of 50 employees represent 90% who were permanent employees.

Table 4.3: Position of Respondents

	OFFICE	KSS	MSS	JSS	Total	Percent
Deo Office	05				05	10%
Teacher		12	10	10	32	64%
Lab. Technition		01	01	01	03	6%
Librarian		01	01	01	03	6%
Clark		01	01	01	03	6%
Watch Man		01	01	02	04	8%
Total	05	16	14	15	50	100%

Source: Field Data (2016)

In the Table 4.3 out of 50 respondents who were employees. 01 education officer and 04 other staffs represent 10%, 12 teachers from Makunduchi secondary school, 10 from Jambiani secondary school, and 10 from Kitogani Secondary School. These 32 teachers who responded the questions are equal to 64%. 1 Laboratory technician from Makunduchi Secondary school, 01 from Kitogani secondary school and 1 from Jambiani secondary school were responded the questions. These makes 03 total respondents who were represent 06%. 2 watchman from Jambiani secondary school, 1 from Makunduchi secondary school and 1 from Kitogani secondary school responded the questions makes 04 respondents who were represent 08%. 1 Clerk from Kitogani secondary school, 1 from Jambiani secondary school and 1 Clerk from Makunduchi secondary school responded the questions. These makes the total 03 clerk respondents who were represent 6%. 1 librarian from Makunduchi secondary school, 1 from Kitogani secondary school and 1 librarian from Jambiani secondary school, makes the 3 total respondents who were represent 06%.

Table 4.4: Experience of the Respondents

OFFICE	SCH.	AGE									Total
			STUDENTS				EMPLOYEES				
			1	2	3	4 and above	1	2-4	4-6	6and above	
DEO							0	1	1	3	5
	KSS	EMPL.					1	4	5	5	15
		PUPILS	4	4	5	7					20
	MSS	EMPL.					2	3		10	15
		PUPILS	5	1	12	2					
	JSS	EMPL.					0	2	4	9	15
		PUPILS		7	2	11					20
TOTAL			9	12	19	20	3	10	10	27	110
PERCENT			8.18	10.9	17.27	18.18	2.72	9.1	9.1	24.55	100%

Source: Field Data (2016)

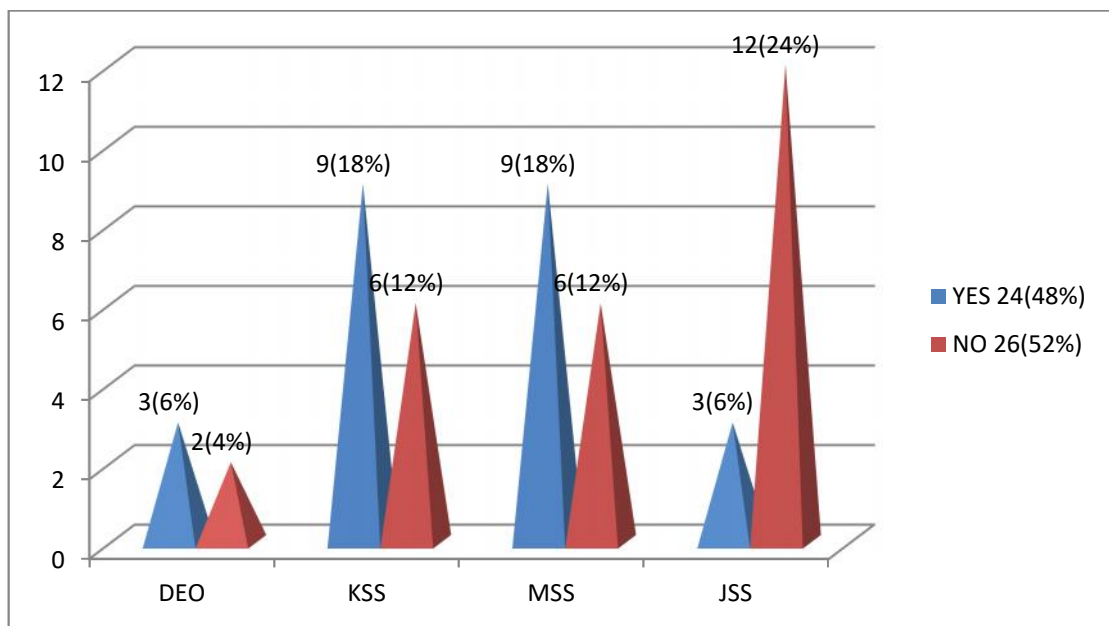
The Table 4.4 shows the experience years of respondents in the office and schools. Out of the total number of 110(100%) respondents, 4 from KSS, 5 from JSS students, 9 representing 8.18% of the respondents have been studied within 1 year. 12 represents 4 from KSS, 1 from MSS and 7 from JSS respondents have been studied within 2years represents 10.9%. 19 respondents 5 from KSS, 12 from MSS and 2 from JSS respondents has been studied within 3years represents 17.27%. 20 respondents, 7 from KSS, 2 from MSS and 11 from JSS have been studied within 4years and above represents 18.18%.

Also the Table shows the year's respondents (Employees) have worked in the school or offices. 3 representing 2.72% 1 from KSS, 2from MSS have been worked within 1years.10 respondents 1 from DEO, 4 from KSS, 3 from MSS and 2 from JSS representing 9.1% have been worked between 2-4years. Once again 10 respondents 1 from DEO, 5 from KSS and 4 from JSS representing 9.1% have been worked between 4-6years. Also 27 respondents, 3 from DEO, 5 from KSS, 10 from MSS and 9 from JSS representing 24.55% have been worked for over 6years.

4.4 Previous Working Experience

The Graph 4.2 below shows that whether the employees in the office of DEO and schools have any previous working experience before joining their current office or school. The graph shows that 24 respondents 3from DEO, 9from KSS, 9from JSS and 3from MSS representing 48% have had working experience elsewhere before transferred in their present office or school. And 26 of them, 2from DEO, 6from KSS, 6from JSS and 12 from MSS representing 52% of the respondents had no previous working experience in other office or school. The graph shows that 48%

respondents nearly half of the total percentage transferred from one working station to another. Therefore this shows that, there is employees transfer in South District of Zanzibar.



Graph 4.2: Previous Working Experience

Source: Field Data (2016)

4.5 The Period of Employees Transfers

The Table 4.5 below indicates that when period of employees transfer in schools. The table answers the question as when does the employees transfer happen in school. 14 respondents 3 from DEO, 1 from KSS, 3 from MSS and 7 from JSS representing 12.7% of the total percent of the respondent said employees transfer happen in term period. 79 respondents 14 employees from KSS are including 12 pupils, 12 employees and 20 pupils from MSS and 7 employees and 14 students from JSS representing 71.8% of the total percent respondents employees transfer happen in annually. 6 respondents, 5 pupils from KSS and 1 from JSS representing 5.5% of the total percent of respondents said employees transfer happen after 2 years.

11 respondents, 2 employees from DEO, 3 pupils from KSS, 4 employees and 2 pupils from JSS representing 10% of the total percent of the respondents. The table shows that 79 respondents representing 71.8% said employees transfer happen in annually. The table predicts that there is possibility of employees transfer in annually may result effects the school performance.

Table 4.5: Responses if when do the Employees Transfers Happen in School

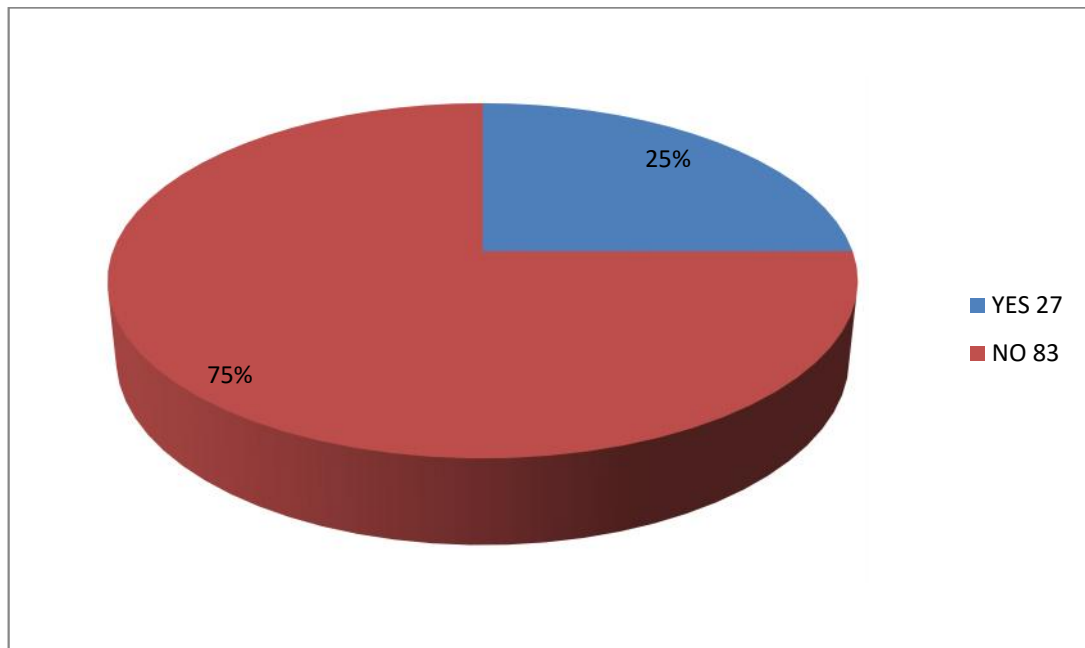
Office	School		Period of Employees Transfers				Total
			Term	Annual	2years	Over 3years	
DEO			3			2	5
	KSS	EMPL.	1	14			15
		PUPIL		12	5	3	20
	MSS	EMPL.	3	12			15
		PUPIL		20			20
	JSS	EMPL.	4	7		4	15
		PUPIL	3	14	1	2	20
Total			14	79	6	11	110
Percent			12.7	71.8	5.5	10	100%

Source: Field Data (2016)

4.6 The Replacement of Employees

The Chart 4.1 shows that out of the total number of respondents, 27 represent 25% were employees and students from KSS, MSS and JSS, these thinks it is easy to replace employees who have transferred. 83 respondents represents 75% who were employees from DEO, employees and students from KSS, MSS, and JSS, think it is not easy to replace those who have transferred to another school. The researcher

revealed that, the employees who were transferred to another school are not living in surrounding areas of south district of Unguja, many of them are stay in town. Usually they transferred to urban schools. This is due to the result of questionnaire asked.



Graph 4.3: Replacement of Employees

Source: Field Data (2016)

4.7 Responses on Employees Transfer Effect the Teaching and Learning Process in School

The table shows that, out of the total number of respondents 71 represents 64.4% were employees and students; 4 employees from DEO, 9 employees and 12 students from KSS, 11 employees and 11 students from JSS and 11 employees and 13 students from MSS responded that employees transfer effect the teaching and learning process in schools. Where by one among the effect said transfer of employees result to get part-time employees therefore some days he/she is not available at all side. 39 represent 35.50% where 1 employee from DEO 6 employees and 8 students from KSS, 4 employees and 9 students from JSS and 4 employees and 7 students from

MSS. Responded that employees transfer does not effect the teaching and learning process.

Table 4.6: Responses on Employees Transfers Effects the Teaching Process in School

Office/School		Yes	No	Total
DEO		04	01	05
KSS	Employees	09	06	15
	Students	12	08	20
MSS	Employees	11	04	15
	Students	11	09	20
JSS	Employees	11	04	20
	Students	13	07	20
Total		71	39	110
Percent		64.5	35.50	100%

Source: Field Data (2016)

Table 4.7: Responses on Employees Transfer effects the Administration Process of the Schools

Office/School		Yes	No	Total
DEO		02	03	05
KSS	Employees	12	03	15
	Students	17	03	20
MSS	Employees	08	07	15
	Students	11	09	20
JSS	Employees	12	03	15
	Students	15	05	20
Total		77	33	110
Percent		70	30	100%

Source: Field Data (2016)

The Table 4.7 shows that out of the total number of responses 77 represent 70% were employees and students 2employees from DEO, 12 employees 17 students from KSS, 08 employees 11 students from MSS, 12employees and 15students from JSS responded that employees transfer effects administration of the school, most of the responses said that “sometime head teacher left the office works and went to the tasks which have been left by transferred employee”. 30% were 3employees from DEO, 3 employees and 3students from KSS, 3employees and 5 students from JSS, 7employees and 9 students from MSS responded that employees transfer do not effects the administration process of the school.

Table 4.8: Responses of the Employees Transfer effects the Efficiency and Competence of the Employees

Office/School		Yes	No	Total
DEO		01	04	05
KSS	Employees	10	5	15
	Students	11	09	20
MSS	Employees	08	07	15
	Students	04	16	20
JSS	Employees	08	07	15
	Students	19	01	20
Total		61	49	110
Percent		55.45	44.55	100%

Source: Field Data (2015)

Table 4.8 indicates that, out of the total number of responses 61 represent 55.45% were employees and students; 01 employee from DEO, 10employees and 11 students

from KSS, 8 employees and 4 students from JSS, 8 employees and 19 students from MSS responded that employees transfer effects the efficiency and competence of the employee, some of said that “employees have no interest to work new place due to the frequent transfer hence careless, drop out and absenteeism in workplace”.

Where by 49 represent 44.55% were employees and students. 4 employees from DEO, 5 employees and 9 students from KSS, 7 employees and 16 students from JSS, 7 employees and 1 student from MSS responded that employees transfer do not effects the efficiency and competence of the employees.

4.8 Responses on Employees Transfer effects the Student Performance

Table 4.9 below shows that out of the total number of responses 63 represent 57% were employees and students; 9 employees and 12 students from KSS, 10 employees and 8 students from JSS, 11 employees and 13 students from MSS responded that “Because of the employees transfer some subjects remain without subject teacher and therefore some subjects like science subjects are not teaching due to the shortage of teachers hence syllabus does not finish”.

Where by 47 represent 42.73% were also employees and students; 5 employees from DEO, 6 employees and 8 students from KSS, 5 employees and 12 students from JSS, 4 employees and 7 students from MSS responded that employees transferred does not effects the students’ performance in school. Table. 4.9 shows the response on employees transfer affects the student’s performance.

Table 4.9: Responses on Employees Transfer effects Students' Performance

Office/School		Yes	No	Total
DEO		00	05	05
KSS	Employees	09	06	15
	Students	12	08	20
JSS	Employees	10	05	15
	Students	08	12	20
MSS	Employees	11	04	15
	Students	13	07	20
Total		63	47	110
Percent		57.27	42.73	100%

Source: Field Data (2016)

4.9 Discussion of the Findings

Teaching learning process of the school was found in very deteriorating condition and some of subjects were not most effective. This had been supported by (Keigher A 2010) Transferred teachers may even have performed worse in science and mathematics after the transfer than they did before, which cut against an efficiency improvement. Most of the employees posts were found vacant, the working teacher for example were found already overburdened.

So they were found quite unable to manage when a teacher was being relieved during the session. Some of teacher told even it would be hard to cover the syllabus during the academic session when we get proper replacement because every teacher has his own entity by using the teaching methodology, by his devotions to his job and by acquire knowledge and skills. (Kieght A 2010) who studied teacher attrition and

mobility, he found that by changing the teacher frequently, syllabus moves in the circle rather than it moves in proper direction. And situation became bitterer when they did not get proper replacement.

Employees transfer found the standing issue for the schools, in some of the schools it occurred when it's competent and compromising employee was transferred to other schools, in some schools, for example teacher left the subject during the term and no other relevant subject teacher was available at that time, in some schools when political affiliated teacher was posted there. This has been proved by (Keigher A 2010) explained that teachers were less effective in math and more likely to be absent from work than teachers who left the same school.

All of these situations bring several administrative issues and schools were found fail; to complete curriculum, to perform co curricular activities, to perform extracurricular activities. Sometimes the school situation became adverse for the head teacher when he assigned new task to the already over loaded teachers and also use extra time after school to accomplish office task.

Most of the employees and students told that transfer affect the employees efficiency and competency by two ways; firstly it affects individual performance when a employee was transferred from his current position to new school he has face many issues like distance, transport issues, social cultural issues and it take more time to cope new environment. Secondly when an employee was transferred from any school, the remaining employees of the school had to face many problems that damage their efficiency and competency they were found fail to achieve desired

outcomes, hopes and marked as low efficiency employees. This is supported by Simplicio (2004) who studied today's teachers struggle to educate a generation of student unlike any that has ever seen before: Maintains that poor and unfair transfer policies may affect organization and employee's efficiency and competence for advancement and the productivity of their workforce.

Every employee in school, teacher and laboratory technician for example has their own entity by having acquired knowledge and skills by devotions to their job, by using the methodology. The learning and teaching process moved in circle due to the frequent transfer because when the teacher was replaced by another teacher during the term or year that learning process was suspended for some time. What is geared up again toward the destination, unfortunately another transfer was made, again it was stopped and no progress was made in result. Boyd D; et al (2011) with his work.

The Effects of School Neighborhoods on Teacher Career Decisions: Argued that, In case no replacement, school had to run with only available teaching staffs resulting overloaded of the period. So sometime students of class had to shift in other class that damaged the performance of students of that class in which students were shifted. Sometime class room remains vacated, sometime other students makes transfer to neighbor secondary schools or shift to town, sometime low qualified teacher or laboratory technician or irrelevant teacher had to teach the class. All of these issues affect the student's performance adversely.

Due to transfer of the employees in school, it is founded that Head teacher had to face many issues while he made the decision and implemented on that. Example

when mischievous, unskilled, least competent, non-serious employees were transferred to their school while competent, professional, dedicated, punctual, caring employees were transferred from their school. Symylie *etal* (1994) with his work; the principal and community school connection; Educational administrative quarterly found that, High authorities showed their non or sometimes a little cooperative attitude in solving the faced problems. Political influences impacted the transfer policy badly.

- (i) When head teacher as administrative person accept challenge for progressing the teaching and learning process in his school despite the immature, least skilled employees. Then he makes every possible effort to train or to make them professional, soon after they are transferred to another school for the sake of so called nepotism.
- (ii) Sometime administrative head teacher face chronic problems by their mischief subordinate even they do not obey the head some of them also fight with him above offices also avoid taking steps against them. In this miserable situation administration heads seemed quite helpless above those employees this miserable condition depresses badly. This also concurs with Symylie *etal* (1994) who argued that Transfer disorganize head teachers since it takes a time for them to adjust to the new environment and this affects their performance in all aspects especial in the administration process. Transfer of employees is a useful part of centralized system of education but it can be misused, ignorantly or abused deliberately.

The Shortage of learning and teaching resources, this is caused by people who were stealing the resources. This occurred when librarians and watchmen transferred without replacement. Therefore schools remain empty without librarians and watchmen, some textbooks and other reference books are lost. Yena Monica (2013) with his work; Teaching Learning Process argued that some school properties like computers, projectors, and set of television are stolen.

Due to that students miss learning by doing and vivid examples. Hence affects the student's performance in south district. Quantitatively, transferred natural science teachers and laboratory technician are less then transferred social science teachers. Keigher A (2010) who studied teacher attrition and mobility assumed that; scientific subjects are more complicated and more demanding of their professional teachers while social subjects are assumed less complicated and can be taught with fewer skills.

Thus its lacking is more suffers than lacking social science teacher. Science teachers are not recruited in sufficient amount to fulfill the student's needs. It is observed that there was no fix time for transfer, there was no restriction the school, neither legal nor ethnical (brotherhood) bound were observed in being transferred or having the school.

Empirical findings on the subject of effect of employees transfer on secondary schools performance are extremely rare and this study is the initial. The current findings identified the issues and the problems of the employees like teachers, head teachers, laboratory technicians, clerk, watchman, librarian within the complicated

phenomenon. Adopting a more flexible, subjective and basic objective approaches in the identifying the problems open new avenues for the investigation of who is responsible of the employee's transfer, what are root causes of the issues and how it can manage effectively.

CHAPTER FIVE

RECOMMENDECTIONS AND CONCLUSSION

5.1 This Chapter Explains the Recommendations and the Conclusion of the Study

5.2 Recommendations

Based on the finding and discussion of the study, researcher recommended the followings:

- (i) No transfer should be made in the middle of terms or semester. All transfer should be made either at the start or at the end of the semester or year.
- (ii) Only mutual transfers should be made or allowed because it does not produce the gaps in the school as the shortage of the employees
- (iii) Employees should be appointed to nearby schools to their home.
- (iv) DEO should ask to principal about the performance of the employees before accepting his/her request for transfer. Noor Farzana et al (2012), “Furthermore before the issuing the transfer orders, office should bind employee to complete their schemes of work or present topic before leaving to his/her current position”.
- (v) Employees transfer is a useful strategy in school management but it should be made in the light of the school needs if any school has greater enrolment with a shortage of the staff (Noor Farzana et al 2012). Also focus that, in spite of this problem employees of this school want to move to a most relaxed school where situation is inverted to present school with the high strength of the teachers

with low enrolment of the students. In such condition, office should not consider his or her request.

- (vi) Employees transfer on school is useful but staff and concern officers are abusing it for their own benefit. It needs to be modified by involving to concern stake holders. Especially community should consider as an important figure in transfer procedure.
- (vii) Political influence should be stopped and dedication of the teachers to jobs should be appreciated.
- (viii) The current salary structure and transport allowance likely does not alleviate the problem and may make it worse because school employees salary levels are standardized according to a uniform salary schedule based on education levels and years of experience of the school employees. As well as transport allowance depends upon the distance where the school employees stay with the place of working station (Noor Farzana et al 2012). A more effective method for stopping (sopping) the transfer from poverty schools is a comparison across schools. It is to compare the normal salaries paid to school employees at common points in their careers but an advance point in career should be added if they stay in the far distance and hard-to-staff schools with the difficult working conditions. By this measure school employees can look forward to an advanced point in their careers them it could affect their decisions to depart or stay from the school (Noor Farzana et al 2012). Some states in America have adopted various incentives to attract teachers specifically to hard-to-staff schools with difficult working conditions for example the states of Massachusetts and New-York have adopted “signing bonus” policies.

- (ix) The data shows that school staffing problems are primarily due to excessive demand in the town resulting from a revolving door where numbers of qualified teacher do get transfer from the inconvenient schools to those are convenient to them or to that have more flexible work environment.
- (x) The students of these schools are indeed the greatest resource for our future. Consequently, it is liability upon national and international educators to bring the pressing national issues of teacher transfer to the fore front for vital resolutions through continuous focused research.
- (xi) MOEVTZ had paid DEO the authority to make employees transfer within district; therefore it is good for ministry to respect and accept the transfer of employee which was done by DEO from one school to another and not to interfere by demoting his/her decision of employees transfer. If not the case, misunderstands between DEO and MOEVTZ arose about teacher transfer which had done by MOEVTZ because there was replacement and school performance decreasing.
- (xii) MOEVTZ pay attentions to increase the employment of science and mathematics teachers to overcome the problem of shortage of that kind of teachers.

5.3 Conclusion

Based on the study findings and preceding the discussion, it is concluded that the employees transfer effect the school performance. Specifically the study investigate The employees transfer effects the teaching-learning process, assess the employees transfer affects the administrative process of the schools, also explore the employees

transfer affect the efficiency and competence as well as investigate the transfer affects the students performance. The primary data of the study was obtained through structured questionnaires to explain the main objective. The study adopted descriptive and exploratory research design to meet the objectives.

Data were analyzed using both manual and computerized data analysis like Statistical Package for Social science (SPSS). The study findings revealed that employees transfer effects the efficiency and competence by transferred from their current position to new school they faced many issues and social cultural issues and it take more time to cope new environment. The study also recommended that employees should be appointed to nearby schools to their home.

In addition, employees transfer effect administrative process in south district of Zanzibar since head teacher had to face many issues while he made the decision and implemented on that. Example when mischievous, unskilled, least competent, non-serious employees were transferred to their school while competent, professional, dedicate, punctual, caring employees were transferred from their school. The study recommends transfer should be made in the light of the school needs if any school has greater environment with a shortage of the staff.

The finding implies that employees transfer effect student performance where competent and compromising employee was transferred to other schools in other schools. For example teacher left the subject during the term and no other relevant subject teacher was available at that time. The study recommends that DEO should

ask the principal about bind employee to complete the schemes of work or present topic before leaving to his/her current position.

On the other hand the study conclude that employees transfer effects teaching learning process of the school since there was found in very deteriorating condition and some of subjects were not most effective. Transferred teachers may even have performed worse in science and mathematics after the transfer than they did before, which cut against an efficiency improvement. The study recommends that Ministry of education should be increase the employment of science and mathematics teacher to overcome the problems of that kind of teachers.

The finding implies that the employees transfer effect the more educational organization like schools. There for every organization should have a fair and impartial transfer policy which should be known to each employee. The responsibility for effecting transfers is general entrusted to an executive with power to prescribe the conditions under which requests for transferred are approved. Care should be taken to ensure that frequent or large scale transfers are avoided by laying down adequate selection and placement procedures for the purpose. By doing this, South district secondary schools will improve in performance due to proper employee's transfer which is doing timely according to preparation needed.

5.4 Future Research Topics

- (i) The effect of remuneration on the administrative performance of head teachers in government schools.

- (ii) The effect school location on head of teacher's administrative performance in secondary school in Zanzibar.
- (iii) The effect of professional ethics on head teacher's administrative performance.

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APPENDICES

Appendix 1: Questionnaire to the Employees

This research is solely for academic purpose. Respondents are therefore assured that all information provided will be treated as confidential as possible.

Instructions: Kindly answer each question by ticking () or providing the answer where appropriate.

1. What is your gender?

Male	
Female	

2. What is your age?

20-29 years	
30-39 years	
40-49 years	
50 and above	

3. What kind of staff are you?

Permanent	
Pat time	

4. What is your designation?

Education Officer	
Teacher	
Laboratory Technician	
Watch man	
Clerk	
Librarian	

5. How long have you worked in this position/destination?

1 year	
2-4 years	
4-6 years	
6 and above	

6. Have you worked in different position/destination?

Yes	
No	

7. When do the employees transfers happen in school?

Semester/in term period	
Annually	
After 2 years	
Over 3 years	

8. Is it easy to get replacement for employee who transferred from your school?

Yes	
No	

9. Does employees transfer effect the teaching and learning process in schools?

Yes	
No	

If yes how?

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10. Do you think employees transfer effect the administration process of the school?

Yes	
No	

If yes how?

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11. Do the employees transfer effect the efficiency and competence of the employees in school?

Yes	
No	

If yes explain how?

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12. Does an employee's transfer effect student performance?

Yes	
No	

If yes explain how?

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Appendix 2: Questionnaire to the Students

1. What is your gender?

Male	
Female	

2. What is your age?

10-15 years	
16-20 Years	

3. In which school do you study?

Kitogani secondary school	
Jambiani secondary school	
Makunduchi secondary school	

4. How long have you studied in this school?

1 year	
2 years	
3 years	
Over 4 years	

5. When do the employees transfers happen in your school?

Semester/in term period	
Annually	
After 2 years	
Over 3 years	

6. Is it easy to get replacement for employee who transferred from your school?

Yes	
No	

7. Does employees transfer effect the teaching and learning process in schools?

Yes	
No	

If yes how?

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8. Do you think employees transfer effect the administration process of the school?

Yes	
No	

If yes how?

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9. Do the employees transfer effect the efficiency and competence of the employees of your school?

Yes	
No	

If yes explain how?

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10. Does an employee transfer effect student performance in your school?

Yes	
No	

If yes explain how?

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